FALL 1998 VOLUME 11~NUMBER 4

THE Special EDge

IN THIS ISSUE:

ASSISTIVE TECHNOLOGY

1997 IDEA AMENDMENTS SAY—

'Consider Assistive Technology for All Students'

by Patricia Winget, Editor

ACCESS AND INDEPENDENCE.

These are the goals of assistive technology for students with disabilities, which now must be considered as a part of the individualized education program (IEP) for every student.

"But," said Special Education Consultant Jack Hazekamp, "assistive technology is not just expensive 'high-tech' equipment such as closed circuit TVs or speech synthesizers. For many students it may be a calculator, pencil grip, tape recorder, or other low-tech equipment."

The key consideration is that the assistive technology serve as a tool for the student to access the core curriculum and school environment and assist in independence, be it communication, mobility, or independent living. Hazekamp explained, "Assistive technology is a tool to *do* something; it is not a tool in itself."

Assessment Determines Necessity

The educational necessity of assistive technology must now be considered for every student by the IEP team under 1997 Amendments to the Individuals with Disabilities Education Act. Assistive technology, however, should already have always been considered as a matter of course in all assessment.

"For example, the speech and language specialist may need to look at the need for augmentative communication," Hazekamp explained. "The teacher of the visually impaired may need to consider technology for tactile or audio computer access. The teacher of the deaf and hard-of-hearing will look for the need for communication access. Assessments of students with learning disabilities should also address the need for assistive technology. Other staff with specific expertise and training will need to consider the student's needs for assistive technology in their ongoing assessments—and these needs or strengths will change as the student progresses and as technology advances."

Hazekamp is concerned that "money is often wasted in purchasing assistive technology that is not appropriate for the child. Ideally, the equipment should be tried before it is bought."

It's important that the student also be part of the decision-making process, especially older students. "If students won't use it, obviously, it won't help them," Hazekamp explained. "Like all students, they don't want to look different or call attention to themselves." Having an inventory of various assistive technology equipment and devices helps staff, students, and parents try out a variety of equipment before a decision is made.

Partnerships of school districts, agencies, and community organizations have demonstrated cost-effective ways of providing these comprehensive assistive technology inventories as well as pooling the specialized expertise needed for consultation and training. (See feature stories, pp. 6-7.) These Regionalized Assistive Technology Centers are a major focus of the California Assistive Technology System (CATS), a federally-funded project administered by the Department of Rehabilitation for individuals of all ages with disabilities. CATS is in the process of developing a strategic plan to look at these and other issues, including allocation of funds.

'ALL STUDENTS' continued on page 14

AGENCIES AIM TO TRANSFER ASSISTIVE TECHNOLOGY

Two State agencies are joining forces to provide assistive technology to students after they leave high school. The California Departments of Education and Rehabilitation are attempting to develop a way to transfer assistive technology with students as they transition from the education system to the rehabilitation system. This goal is consistent with that of the Departments' interagency agreement, Technology-Related Assistance for Individuals with Disabilities, the Individuals with Disabilities Education Act, and the Rehabilitation Act, which is to improve timely and consistent access to assistive technology for students with disabilities.

Legislative measures are necessary for the agencies to achieve this goal since current law does not address the issue of transferring assistive technology once a student has left school. Currently, some high school students are delayed in entering the workforce or postsecondary education due to the loss of such devices.

Areas identified to achieve the agencies' goal include

1. establishing a fair and equitable transfer process;
2. soliciting input from special education local plan areas and other stakeholders;
3. establishing a task force of agency and field representatives, consumers, and parents;
4. developing specific recommendations for agency approval; and
5. submitting recommendations for approval and implementation.

'ASSISTIVE' continued on page 15

THE Special EDge

The Special EDge is published bimonthly by Resources in Special Education. Funding is provided by the California Department of Education, Special Education Division, through Contract No. 7156 with WestEd. Contents of this document do not necessarily reflect the views or policies of the California Department of Education or WestEd, nor does mention of trade names, commercial products or organizations imply endorsement.

Circulation: 39,912.

Available on disk, audiotape or large type upon request. Also on the Special Education Division's Website at http://www.cde.ca.gov/spbranch/sed/resources. Postmaster: Send address changes to:

RESOURCES IN SPECIAL EDUCATION
429 J Street
Sacramento, CA 95814
916/492-9990 • 800/869-4337
FAX: 916/492-9995
E-MAIL: rise@wested.org

RiSE

Providing information development and dissemination for the California Special Education Division under the Comprehensive System of Personnel Development

DIRECTIONS . . .

Technology Helps Students "Be All They Can Be"

by Alice Parker, State Director of Special Education

California is the home of the "Silicon Valley," so why are we not in the forefront in providing the most advanced technology for all of our children in all of our schools and in all of our classrooms? There has been a concerted effort, under the leadership of State Superintendent of Public Instruction Delaine Eastin, to address this issue so we can all be more effective in preparing all of our students to become productive members of our society, which increasingly functions with the effective use of technology both in the world of work and in everyday life. Much has been accomplished, but much still remains to be done for all students.

And how are we doing in providing appropriate technology to students with disabilities? Do they have access to computers and other technology available to all students? Are they being prepared for the increasingly technological world in which they will live and work? Do our students have access to the vast and increasing array of assistive technology, which can improve their access to the core curriculum and prepare them to become independent members of the school community, as well as the community in which they will live and work? Are we able to meet the new requirement in the Individuals with Disabilities Education Act for the individualized education program team to consider assistive technology and services? How can we afford to purchase assistive technology students will need? How can we afford not to provide the assistive technology that students need since it can be, for many, the key to equal access and independence, including the world of work? How can we assess the need for and provide appropriate assistive technology, as well as the necessary training for staff and parents? How can we do all of this in an effective and cost-effective manner?

Assistive technology is the focus of this issue of The Special EDge, *which we hope will assist you in answering these and other questions and consequently assist you in more effectively providing students the "low-tech" as well as "high-tech" equipment that will enable them to "be all that they can be." I hope the articles will also get you excited, if you aren't already, about the potential for technology to revolutionize the way we as parents, staff, and administrators provide a free appropriate public education in the least restrictive environment for all of our students. I also hope you will be even more excited about how assistive technology will continue to revolutionize the ability of our students to truly live independent and productive lives.* ❧

State Moves To Quality Assurance, Focused Monitoring

After years of increasing parental complaints, due process hearings, class action lawsuits, poor student performance, and ongoing noncompliance with state and federal special education laws by local school districts, the California Department of Education is revamping its monitoring system.

By July 2000, California school districts will have their special education programs and services monitored through the new Quality Assurance Process and Focused Monitoring. Special education will no longer be monitored as part of the Department's Coordinated Compliance Review (CCR) of categorical programs such as migrant education and Title 1 programs.

Improved Performance, Compliance

Developed by the Special Education Division under the leadership of State Director Alice Parker, the new process aims to improve the educational performance of students with disabilities while ensuring compliance with state and federal laws and regulations. The current school year will be one of transitioning from the CCR to the new system. In 1999-2000, up to 100 districts will be reviewed in a pilot of the new Quality Assurance Process. The districts selected will be notified by April 1. Full implementation will begin the following school year.

Monitoring will be focused on priority areas determined by student results on Key Performance Indicators (KPIs). KPIs are measures of progress toward achieving statewide special education goals and are based on compliance, enrollment, and performance data. These indicators, which are currently under development, may include test scores, identification rates, dropout rates, placements, and the number of complaints.

Three Review Levels

Based on a district's performance, a district will either have a verification review, a collaborative review, or a facilitated review. A verification review will look at the district's annual budget and service delivery plan, desk audit, KPI data, and discussion of practices. The collaborative review is a comprehensive review for one school year by a district team with a Division consultant. This team develops a Quality Assurance Agreement based on the collaborative review results.

A facilitated review is conducted by a district team under general direction of the district superintendent. This team will conduct an intensive self-review and develop a plan to improve student results in specific areas. The superintendent and Division consultant will then monitor the implementation of the plan. ❧

For information, call Special Education Consultants Betsy Verras at 916/327-3702, Ted Hawthorne at 916/327-3505, or for Part C, Chris Drouin at 916/327-3698.

LEA Responsible for Designated Instruction and Services

As part of the continuum of program options for special education under California law, designated instruction and services must be provided when they are necessary for a student to benefit educationally from an instructional program. Although a public agency may be identified by a local educational agency (LEA), special education local plan area, or county office of education to provide services, the LEA has the ultimate responsibility to ensure the necessary services are provided, according to a recent memorandum from State Director of Special Education Alice Parker.

The memo stated, "Individuals with disabilities may not be denied access to programs and services due to any agency's failure to act or due to an issue of fiscal resources."

Designated instruction and services include "related services" as defined in federal law. ❧

For information, contact Geeta Rezvani, Special Education Consultant, Compliance and Monitoring Unit, at 916/327-3701.

Workgroup to Look at Alternate Assessments

In keeping with the mandate under the reauthorized Individuals with Disabilities Education Act, the California Department of Education has convened a workgroup to develop draft guidelines for alternate assessments, which need to be in place by 2000.

Alternate assessments will be administered to students for whom the Statewide Testing and Reporting Program or any districtwide assessment are determined by their individualized education program (IEP) team to be inappropriate. Examples of alternate assessments include portfolios of student work scored with criterion-referenced rubrics, recorded interviews, or observations of students related to their IEP goals.

Representatives of the State Board of Education, the Advisory Commission on Special Education, Special Education Administrators of County Offices of Education, special education local plan areas, parents, advocacy groups, and teachers are participating in the workgroup. ❧

For information, contact Mark Fetler, Assessment, Evaluation and Support Unit, at 916/322-0373.

Resource Specialists Caseload Waivers in Limbo

Recently adopted regulations by the State Board of Education regarding resource specialist caseload waivers now appear to be in jeopardy. In March, the State Board of Education adopted new regulations under which a resource specialist's caseload can increase beyond 28 students, the most frequently requested waiver in the area of special education. The regulations, however, have been returned to the State Board of Education by the Office of Administrative Law for further discussion.

Although the fate of the actual regulations is uncertain, the State Board of Education previously adopted guidelines containing essentially the same provisions and protections. The language in both the guidelines and regulations ensure that a resource specialist must review the caseload waiver and agree or disagree with it in writing before it goes to the State Board of Education for a decision. Until further State Board of Education action, resource specialists will continue to be asked to agree or disagree with a waiver request. If the resource specialist disagrees, the State Board of Education will notice that reply. ❧

For information, contact the California Association of Resource Specialists and Special Education Teachers (CARS+) at 916/721-6119.

Advisory Commission to Study Special Day Class Size

In an effort to study the impact of special day class (SDC) size and caseloads on students and programs, the Advisory Commission on Special Education (ACSE) disseminated a questionnaire on the subject to every school in the state.

The questionnaire offers people who are unable to attend any of the 12 public hearings, which began September 22 and ended October 27, an opportunity to provide input on various issues such as the lack of support for teachers and preservice training. Larry Komar, ACSE chair, said it is also designed to break down the components of SDC programs as well as to look at regional concerns. Responses to the questionnaire are expected by November. ❧

For a copy of the questionnaire, contact Darlene Helbling, ACSE secretary, at 916/445-4603.

LEGISLATIVE UPDATE

Session Ends with New Requirements, Research Center

After one of the longest budget battles in years, the State Legislature has ended its 1998 session. The following is a brief recap of bills passed relating to special education.

SB 933 Foster Care (Thompson). Chaptered into law, this bill requires every county office of education (COE) to make available to agencies that place children in licensed children's institutions (LCIs) information on educational options within the COE's jurisdiction. It also requires every agency that places a child in an LCI to notify the local education agency at the time the child is placed.

SB 2223 Neurodevelopmental Disorders (Committee on Health). Chaptered into law, this bill requests the Regents of the University of California to establish and administer a center for the Medical Investigation of Neurodevelopmental Disorders (MINDD) at the University of California and establish and administer one or more clinics that are affiliated with MINDD to focus on individuals or groups of neurodevelopmental disorders as defined.

AB 598 Special Education (Davis). Passed as Chapter 89, this bill requires the special education local plan area (SELPA) administrator to be responsible for the administration of the annual budget plan and annual allocation plan for multidistrict SELPAs. New requirements regarding the governance of SELPAs and the distribution of funds are also mandated.

AB 2748 Teaching Credentials (Mazzoni). Chaptered into law, this bill requires applicants for specialist teaching credentials in special education, except applicants for Early Childhood Special Education Certificates, to demonstrate passage of the reading competency test.

SB 1686 Special Education (Solis). Passed as Chapter 691, it changes terminology and code section references in the Education Code to conform to the amended Individuals with Disabilities Education Act.

AB 205 Speech-Language Pathologist (Machado). This bill authorizes a speech-language pathology assistant to help in the provision of services under the direction and supervision of a speech-language pathologist. It becomes effective Jan. 1, 1999.

Speech, Language Outcomes Expected in Spring

Guidelines on how speech and language professionals can collect treatment outcomes are under development by a task force of the California Speech and Hearing Association (CSHA).

Barbara Moore-Brown, CSHA president, said the goal of the task force is to address such issues as why outcome data is important as well as to identify methods for collecting such data. Outcome data will be used to monitor the effectiveness of speech and language programs and to determine consistent measures and methods for providing these services. Currently, no such measurements exist. The guidelines are expected by spring.

For information, contact Moore-Brown, at 714/637-8309.

Low Incidence Funding at a Glance

State Director of Special Education Alice Parker summarized low incidence funding, per pupil, for fiscal year 1998-99 as follows:

- Specialized Books, Materials and Equipment: $317.07
- Specialized Services for all Special Education Local Plan Areas (SELPAs): $35.33

SELPAs with less than 25 students may apply for additional funding.

For information, contact Jack Hazekamp, Special Education Consultant, at 916/327-3533.

Study to Determine the Effects of Nonstandard Test Administration

On June 11 the State Board of Education approved a recommendation for a research study to determine the effects, if any, of accommodations for students with disabilities on results of the Stanford 9 test.

The Stanford 9, published by Harcourt Brace, was given in spring 1998 and allowed for a variety of standard accommodations for students with individualized education programs (IEPs) and Section 504 plans. However, parent reports included only raw scores for those students who required a nonstandard administration of the test. Other students, who received a standard administration, received standard scores, national percentile ranks, and scaled scores.

The spring 1999 administration of the Stanford 9 will be augmented with new questions to assess student mastery of the recently adopted State Board of Education content standards in language arts and mathematics. The augmented questions are undergoing a field test this fall, which calls for the inclusion of special education students and for data collection to examine the effects of accommodations, if any, on responses to test questions.

For information, contact Vince Madden, Manager, Research, Education, and Outcomes Unit, at 916/322-3268.

ADVISORY COMMISSION ON SPECIAL EDUCATION

Recapping 1997-98 Accomplishments, Looking Toward 1998-99 Goals

by Larry Komar, Chair

As the Advisory Commission begins a new year, I cannot help but look back on the preceding year's accomplishments. We need only look at the various legislation on which we took positions and followed and/or contributed to their outcomes. Our legislative committee members took it upon themselves to meet with many of our key legislators and worked with them to understand the role of the Commission. We provided testimony to the Senate and Assembly Education Committees on many occasions with a high degree of success in support or opposition of specific bills.

We also worked with Sen. Susan Davis and sponsored Assembly Bill (AB) 602, the Special Education Funding Reform legislation, signed by the Governor in November. Commissioners also participated in the AB 602 workgroup to help write accountability and compliance language.

Additionally, we sponsored a bill to redefine diploma guidelines for pupils in special education. Although the bill was tabled, we will submit it again for an author when the Legislature reconvenes.

Our many liaison assignments included the State Board of Education where we provided guidance on resource specialist program caseload waivers, the Stanford Achievement Test, reading literacy, and other special education issues. We also provided liaisons to the School-to-Career Task Force, Larry P. Panel, Deaf and Hard-of-Hearing Task Force, State Improvement Plan, and the Comprehensive System of Personnel Development Advisory Committee. In addition, we provided oral and written input to the federal government on the Individuals with Disabilities Education Act Amendments of 1997.

The challenge before us this coming year is great since there are still many issues to be resolved for students with disabilities in California and nationwide. I invite all persons with an interest to attend one of our meetings to let us know how we might better support the provisioning of services to our special education population.

For information, contact Darlene Helbling, Commission secretary, at 916/445-4603.

Harry Murphy, Founder and Director of the Center on Disabilities, CSU, Northridge

Helping Students with Disabilities Benefit From Technology

by Elissa Provance, Associate Editor

"How do you learn a language you cannot hear?"

That was the question that came to mind the day Harry Murphy visited the Pennsylvania School for the Deaf in Philadelphia, nearly 37 years ago.

"I saw little kids in the morning, medium sized kids around noon, and high school kids in the afternoon," the Philadelphia native recalled. "I had never seen a deaf person until that time. I was hooked—absolutely fascinated by the issue."

Murphy's day trip turned into a 3 -1/2 - year-long teaching position, ended only by the receipt of a national scholarship to California State University, Northridge (CSUN) to earn a Master of Arts degree in Leadership in the area of deafness. Having added that to his Bachelor of Science degree in English and Teaching from Temple University, Murphy accepted a research position at the John Tracy Clinic in Los Angeles. (Tracy, who is deaf, is the son of Hollywood legend Spencer Tracy.) This experience whetted Murphy's appetite for more training, so with the University of Southern California just a short walk from the Clinic, he began working toward his Doctorate of Education in Educational Psychology and Administration.

He returned to CSUN in 1972, not as a student but as assistant director of the National Center on Deafness. It was during his second life at CSUN that Murphy and a colleague prepared an article for the *American Annals of the Deaf*, which became the basis for groundbreaking federal legislation.

"If you look at Section 504 of the Rehabilitation Act of 1973, specifically the part that deals with postsecondary education, you can see how closely the regulations follow that article," Murphy said.

In 1979, Murphy ventured from CSUN and became a self-employed training consultant in the area of grant administration, where he trained more than 3,000 people in 39 states. But his roots remained firmly planted at CSUN, which started its first program in the field of disability in 1961, long before the Americans with Disabilities Act or the Individuals with Disabilities Education Act. In 1983, he returned once again, this time as coordinator of the Office of Students with Disabilities, which eventually evolved into the Center on Disabilities with Murphy as its founder and director. Then the technology bug bit.

"We did training programs in assistive technology and learning disabilities throughout California, Arizona, the Navajo Nation, Hawaii, Guam, Saipan, and American Samoa," Murphy said. "Over a five-year period, I sent staff to work 6,000 miles from CSUN."

And no one was more surprised than Murphy and his staff when the first "Technology and Persons with Disabilities" conference in 1985 drew a crowd of 600 people from all over the country and some from outside the nation's borders.

"We were blown away," Murphy recalled. "Today, this is the largest conference of its kind in the world. This year, we had 3,100 people from almost every state and 30 foreign countries." No one, however, learned more from the early conferences than Murphy himself.

"I was tremendously motivated to try to acquire computers for students with disabilities," he explained, "so we started a computer lab right after the conference. Today, we have a wonderful Computer Access Lab for students with disabilities."

Always trying to stay ahead in the technology game, Murphy and his staff keep refreshing the annual conference. "Now, about 25 percent of all our papers deal with the use of the Internet and its potential for people with disabilities," he said, adding, "The spread of ideas and networking are the major goals of the conference. It's a varied group and we want it to stay that way."

The Center's training programs have also evolved, with an Assistive Technology Applications Certificate Program that boasts 65 percent of its participants as being special educators. Beginning next year, more than half of the 100-hour program will be conducted on the World Wide Web. And like the annual conference, the training programs reach all across the country and into Europe.

Murphy doesn't see the field of technology slowing down any time soon. "I am certain that we will never use less technology than we do now," he explained. "I also believe that people with disabilities may benefit more from technology. The Center on Disabilities has 'virtual employees' on the East Coast who communicate through e-mail or the Internet. Their work products give no hint as to their characteristics. The work product stands by itself."

Sandra Jensen, the first person with Down syndrome to undergo a heart and lungs transplant, posthumously received Alta California Regional Center's first President's Award. The award is presented to people who have had a positive impact on the lives of persons with disabilities.

■

The **Helen Keller National Center for Deaf-Blind Youth and Adults** works to change attitudes about people who are deaf-blind by focusing on their achievement and independence. The Center also has programs to improve employment opportunities. Call 800/255-0411 x275 for information.

■

Three 19-inch dolls with the features of Down syndrome were unveiled at the National Down Syndrome Congress Conference. For information, call Downi Creations at 888/749-9330.

■

A **"1 Million Disability Celebration"** to honor the 10th anniversary of the Americans with Disabilities Act is being planned for July 22, 2000 in St. Paul, MN. For information, contact Cathy Bolcar; 2213 8th St., North; St. Cloud, MN 56303.

■

A study published in the spring issue of the ***Journal of Early Intervention*** found that 68 percent of early childhood educators felt unprepared in the use of assistive technology and that most learned through personal experience and their own reading.

■

The Autism Genetic Resource Exchange conducts genetic research on families who have at least one member who is autistic. For information, call 888/AUTISM2.

■

A **Phi Delta Kappa/Gallup education poll** found 65 percent of its 1,151 participants said children with learning problems "should be put in special classes of their own." Only 26 percent favored placing students with learning difficulties in regular classes and 9 percent were undecided.

■

Trips Inc. provides travel packages for people with disabilities. Destinations include Disneyland, Reno and Lake Tahoe, Santa Cruz, Hawaii, Las Vegas, Seattle, New Orleans, and London. For information, call 800/686-1013.

■

New evidence from **Yale University School of Medicine** appears to explain the different brain patterns used by dyslexics as they tackle reading exercises. This knowledge can help scientists and educators diagnose people early. The research suggests that rather than dyslexia being a reversal of letters, it is a person's inability to break the letters of written words into phonemes.

■

The **Beacons of Excellence Project** will identify secondary schools that obtain exemplary results for all students, including students with disabilities. The three-year study, conducted by the Institute on Community Integration at the University of Minnesota, in collaboration with the Council for Exceptional Children, is funded by the Office of Special Education Programs.

■

The **Canadian Foundation for Aniridia Research** is a nonprofit organziation dedicated to raising public awarenss of Aniridia and its associated conditions. For information, contact Liz Dennis at 770/631-9333.

Assistive technology for students with disabilities is a growing field with no sign of waning anytime soon. Coupled with the field's fast-moving pace are the 1997 Amendments to the Individuals with Disabilities Education Act, which clarified the requirement of a student's individualized education program team, which must now consider assistive technology devices and services. School district personnel must also have a deeper understanding of how the need for assistive technology services can be assessed and provided in an efficient, cost-effective, and individualized manner.

The following features, written by Elissa Provance, Associate Editor, illustrate three regionalized programs, located in Orange County, San Diego, and San Bernardino, that are experiencing success through a variety of creative means, while keeping in mind the goal of increasing the success of students with disabilities and their families.

ORANGE COUNTY PARTNERSHIP FOCUSES ON THE STUDENT, NOT THE TECHNOLOGY

Technology. People hear the word and expensive items like computers, electronic gadgets, and high-end equipment come to mind. Not so when the term pencil grip is uttered, although it is one of many assistive technology solutions that may be considered by a student's individualized education program (IEP) team.

"People often jump to high-tech solutions before considering a lower range of options," explained Paul Richard, assistive technology coordinator at the Orange County Department of Education, adding, "Those who have an orthopedic impairment are typically seen as the ones needing assistive technology, but here in Orange County, half of the 40,000 students who receive special education services are identified as primarily learning disabled."

To help broaden the definition of technology, Richard and several other agencies and organizations teamed up in 1996 to form the Partnership in Assistive Technology (PIAT). This regionalized program provides a system for students to acquire tools to help them achieve academically, from low-tech devices such as a magnifier to more sophisticated equipment such as a voice recognition computer. It also proved to be a cost-effective way to provide assistive technology services.

Team-Based Approach Essential

Prior to PIAT, parents interested in assistive technology for their child would have little choice but to contract with someone other than the district for an evaluation and assessment since the district did not have a system in place to perform these functions. The district, however, would be responsible for payment, which could be as high as $1,000 per pupil, not including equipment.

"We looked at assistive technology and realized most of our district people and staff had no idea of their responsibility," said Larry Belkin, director of special education for Orange County. "We identified a need to provide support and training."

Looking at other successful interagency partnerships, Belkin and Richard invited school districts, special education local plan areas (SELPAs), the Departments of Rehabilitation and Health Services, and the regional center to the table to discuss a systematic approach to providing assistive technology services. Also present were representatives from parent advocate organizations such as TASK (Team of Advocates for Special Kids), the area's developmental disabilities board, the United Cerebral Palsy Association, and the Dayle McIntosh Center for the Disabled. An added stroke of genius was soliciting the participation of the Assistive Technology Exchange Center (ATEC), a nonprofit multimedia facility that houses more than 1,000 pieces of state-of-the-art equipment and that prior to the partnership, would contract with parents on a fee-for-service basis.

"We needed a system and to have school district personnel trained in a team-based model," Richard said. "That meant having service providers, psychologists, resource specialists, and other existing staff working as a team." Now, Richard added, ATEC only takes those referrals after the SELPA director has indicated that a student has more complex needs than the district can assess. "We're trying to avoid schools referring every student to ATEC by training staff so they can consider the assistive technology for every child. ATEC is the center of last resort."

Implementation is Key

Another reason it made sense for schools to perform evaluations and assessments when possible, is it is the district's responsibility to implement any necessary actions that an evaluation and assessment produce.

Here again, Richard stressed the need for training. "Inherent in the need to train staff in evaluation and assessment is implementation. Implementation is critical."

To address this issue, the Regional Center of Orange County contributed resources to ATEC, a subsidiary of Goodwill Industries, for a lending library that allows a trial teaching period of up to three months. The library also results in a cost savings since it prevents

'ORANGE COUNTY' continued on page 14

CAPTIONISTS, COMPUTERS HELP STUDENTS IN SAN DIEGO TAKE NOTES

Nearly 15 years of research describing the educational benefits of a program called C-Print for college students who are deaf is finally trickling down to the high school level thanks to Project NEEDS (Networking, Educational Evaluations and Development of Services), a regionalization project serving students with low incidence disabilities, defined as deaf or hard-of-hearing, visually impaired, severely orthopedically impaired, or deaf-blind, in San Diego and Imperial Counties.

In collaboration with the National Technical Institute for the Deaf (NTID), Project NEEDS is bringing computer-assisted notetaking to San Diego Unified School District, the second largest district in California and the largest secondary population serving students who are deaf and hard-of-hearing at one school—80 9th-12th graders to be exact.

"C-Print," said Barbara Pflaum, Project NEEDS coordinator, "is a different type of communication option for our deaf and hard-of-hearing students."

The software system, developed by NTID, consists of a trained captionist with a specially programmed laptop computer that uses common word processing applications. The captionist sits behind a student who has been mainstreamed into a general education classroom and who also has a computer, and enters the instructor's lecture and discussion in an abbreviated shorthand on the keyboard. The word abbreviations are based on word frequency studies of adult conversation and written documents as well as tapes of actual classrooms. C-Print software automatically expands the words to their original form and after a three-second delay, the text appears on the student's computer. A key feature of the software is the ability to customize its abbreviation dictionary to a particular subject, for example, Shakespeare.

Adding to Traditional Services

Traditional support services for students who are deaf or hard-of-hearing taking regular classes have been notetakers and interpreters, both of which have obstacles.

"What we're finding is that students who are deaf and hard-of-hearing who don't use American Sign Language (ASL) as their pri-

'SAN DIEGO' continued on page 14

SAN BERNARDINO PARTNERSHIP HELPS STUDENTS, FAMILIES, AND DISTRICTS WITH ASSESSMENTS, STAFF DEVELOPMENT

Tucked away on the campus of Loma Linda University is a goldmine of assistive technology devices available to assess the technology needs of eligible individuals, birth to 22 years old, who have a low incidence disability (deaf or hard-of-hearing; blind or visually impaired; severely orthopedically impaired; or any combination thereof), receive special education services, or are served by the University Medical Center's inpatient rehabilitation program.

"People were talking about not spending low incidence funding efficiently," said Gary Steffens, administrator for the San Bernardino County Superintendent of Schools East Valley Special Education Local Plan Area (SELPA), one of six partners that form the Assistive Technology Assessment Center Consortium (ATACC). "Typically, a teacher orders something from a catalog only to find it wasn't the right kind of technology or it didn't work. We thought, 'There's got to be a better way,' so we took a portion of our low incidence funds and created a pool to purchase technology that people could try to make sure it was appropriate for them."

After the State Board of Education unanimously approved a waiver for portions of the Education Code and Title 5 related to low incidence funding, the idea was on its way to being realized.

Funding Plus Partnership

Opened since January 1997, ATACC was formed after it was discovered that many agencies faced problems similar to Steffens' when attempting to serve children with low incidence disabilities or special needs who could benefit from assistive technology.

Along with the county's Superintendent of Schools office, the East Valley SELPA; Fontana Unified School District SELPA; School of Allied Health Professions at Loma Linda University; San Bernardino City SELPA; and the local office of California Children Services joined together and began referring students to ATACC for an evaluation by an interdisciplinary assessment team that may include teachers, occupational therapists, physical therapists, speech-language pathologists, caregivers or parents, assistive technology specialists, adapted physical education specialists, and the student.

After the team determines a student's abilities and needs, he or she has the opportunity to try various types of state-of-the-art equipment, such as adapted furniture or various computers, before a recommendation is made to the district.

Following the recommendation, with which the district rarely disagrees, ATACC provides training for both the student and caregiver, as well as other involved agency personnel. A direct result of this coordinated effort for students, said Steffens, is that they are able to increase their independence and for

'SAN BERNARDINO' continued on page 14

The new amendments to the Individuals with Disa
Act (IDEA) require that the individualized educa
(IEP) team consider whether the child requires assistive
services [20 U.S.C. Section 1414 (d) (3) (B) (v)]. There
requirements in the new IDEA related to assistive tech

What is Assistive Technology and Services?

1. **ASSISTIVE TECHNOLOGY DEVICE:** The term assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.
2. **ASSISTIVE TECHNOLOGY SERVICE:** The term assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes—

   (A) the evaluation of the needs of such child, including a functional evaluation of the child in the child's customary environment;

   (B) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by such child;

   (C) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

   (D) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

   (E) training or technical assistance for such child, or where appropriate, the family of such child; and

   (F) training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of such child.

Source: IDEA (20 U.S.C. Section 1401)

What kinds of assistive technology and services are to be considered by the IEP team?

It is important that members of the IEP team recognize that technology is just one strategy in a multifaceted approach in addressing the needs and strengths of students with disabilities. IEP teams will need to balance the degree of technology assistance with the student's learning potential, motivation, chronological age, developmental level, and goals/objectives, which include:

- **LOW TECH:** Equipment and other supports readily available in schools, including off-the-shelf items to accommodate the needs of students, which can be provided by general/special education through the Student Study Team/IEP processes. ***Examples:*** *Calculators, tape recorder, pencil grip, larger pencils.*
- **HIGH-TECH:** Supports students who may need more specialized equipment and support services beyond basic assistive technology, often students with low incidence and/or significant/severe disabilities, which requires more in-depth assessment. ***Examples:*** *Closed circuit television, FM systems, augmentative communication devices, sound field systems, alternative computer access, specialized software.*

EXAMPLES OF ASSISTIVE TECHNOLOGY DEVICES AND ADAPTATIONS

Academic area/task	Assistive Technology devices/adaptations
Listening	Assistive listening device Variable speech control tape recorder/player Conventional tape recorder/player
Writing	Word processor, Spell checker Proofreading programs Outlining/"brainstorming" programs Abbreviation expanders Speech synthesis/screen reading programs Word prediction programs
Reading	Optical character recognition/speech synthesis Speech synthesis for "books on disk" Variable speech control tape recorders Audiotaped books
Organization/Memory	Personal data managers (stand alone) Personal data organization software Free-form database, Calendar programs Tape recorder/player
Mathematics	Talking calculators, Conventional calculator, On-screen (computer-based) calculator
Activities of Daily Living	Adaptive eating devices Adaptive drinking devices Adaptive dressing equipment
Mobility	Walker, grab rails, manual wheelchair Powered mobility toy, powered wheelchair with joy stick, head switch, or sip/puff control

This chart illustrates a nonexhaustive list adapted from the Assistive Technology Checklist, *by K.J. Lynch, September 1997, and* Wisconsin Assistive Technology Initiative and Functional Evaluation for Assistive Technology, *by M.R. Raskind and B.R. Bryant, in press, Austin, TX: Psycho-Educational Services.*

bilities Education
tion program
technology and
e are also other
nology.

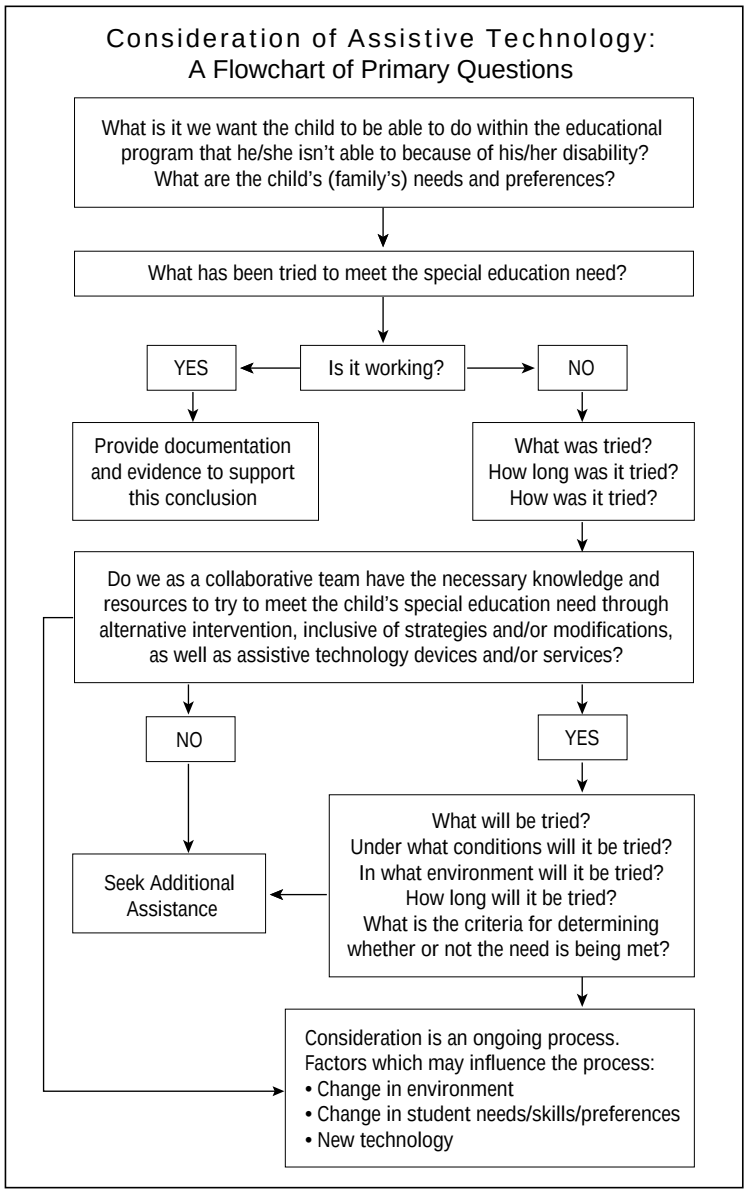
Questions to Determine the Educational Necessity of Assistive Technology

1. **Is the assistive technology device or service essential for a free appropriate public education?**
2. **Is an assistive technology device or service necessary for the child to be educated within the least restrictive environment?**
3. **Are the assistive technology devices and/or services a necessary related service?**
4. **Given assistive technology services and/or devices, will the person with disabilities have access to school programs and activities?**

From Has Technology Been Considered? A Guide for IEP Teams *(p. 5), by A.C. Chambers, 1997, Reston, VA: Council of Administrators of Special Education and the Technology and Media Division of the Council for Exceptional Children.*

What is the process for considering whether the child requires assistive technology and services?

Assistive technology is as much a process as it is a product. The following flow chart provides a basic outline of the process to use in considering the assistive technology needs of students with disabilities.



From Has Technology Been Considered? A Guide for IEP Teams, *by A.C. Chambers, 1997, Reston, VA: Council of Administrators of Special Education and the Technology and Media Division of the Council for Exceptional Children.*

Who should be involved in considering the need for assistive technology and services?

Assistive technology is a tool for access (e.g., school environment, core curriculum) and for independence (e.g., communication, mobility) and will change as the student's needs change and as technology continues to change. The need for assistive technology should be an integral part of a comprehensive assessment for students with disabilities in all areas related to their disabilities, as appropriate, for each student and must be considered by the IEP team, based upon the student's assessed needs and strengths.

It is important to use a collaborative school-based team approach in education settings for assessment, planning, and provision of needed assistive technology, which includes individuals who are knowledgeable about the student's disability(ies)/needs and strengths in the area of assistive technology. A school district assistive technology team may include some or all of the following:

- parents
- student
- special education teacher
- occupational therapist
- speech, language and hearing specialist
- physical therapist
- administrator/principal
- general education teacher
- school nurse
- other specialists

These individuals should periodically receive training regarding the effective use of assistive technology.

Source: Much of the information presented on these pages may be found in a memo from State Director of Special Education Alice Parker, August 24, 1998. A copy may be found on the division website at www.cde.ca.gov/spbranch/sed. For more information or a copy of the memo, call Jack Hazekamp at 916/327-3533.

COMMON QUESTIONS ABOUT TECHNOLOGY

Q Are schools required to pay for assistive technology and services?

A. It is the responsibility of the school district to provide the equipment, services, or programs identified in the individualized education program (IEP). The school district may pay for the equipment, service or program, utilize other resources to provide and/or pay for it, or cooperatively fund the device(s) and/or services. Other resources may include, but are not limited to, Medi-Cal, foundations, fraternal organizations, church or social groups, charitable organizations, businesses, and individuals.

Q Can schools require parents to pay for assistive technology devices or services identified in their student's IEP or require parents to use their own private health insurance?

A. The "free" in "free appropriate public education" (FAPE) is extremely significant regarding students with disabilities who may require assistive technology services or devices. As stated in the Individuals with Disabilities Education Act (IDEA) and its regulations, all special education and related services identified in the student's IEP must be provided "at no cost to the parent."

Q Can the student take the assistive technology device owned by the school home?

A. Yes, if the IEP team determines that the student needs access to an assistive technology device at home to implement the educational program. For example, a student with a physical disability may not be able to complete homework assignments without access to a calculator at home.

Q Does the device follow the student when he or she transitions from elementary to middle school and on to high school?

A. If an assistive device is necessary to fulfill the requirements of the student's IEP, such a device must be provided in the school the student attends. The same device may not necessarily follow the student from one school to another, but a comparable device that fulfills the IEP requirements will be needed in the new school.

Q Does the student have access to assistive technology aids and services if they are eligible for extended school year services?

A. Yes, if the IEP team determined that the assistive technology is needed as part of the extended school year services.

Q Is a school district responsible for providing "state-of-the-art" equipment for the student?

A. No. However, the school must provide appropriate technology for the student's needs to ensure a FAPE. The decision regarding what type of assistive technology is appropriate should be based on the assistive technology evaluation recommendations and the IEP team decision. If a less expensive device would accomplish the same goals, the IEP team is under no obligation to choose a more expensive option.

Q How can school districts use Medi-Cal funds to purchase assistive technology devices?

A. A parent's private insurance must be accessed before Medi-Cal can be used for assistive technology devices. However, the parent must give permission to access private insurance. Medi-Cal funds can be used according to Medicaid regulations.

Q Are schools responsible for customization, maintenance, repair, and replacement of assistive technology devices?

A. Assistive technology services are included as considerations in the acquisition of equipment or devices purchased/provided by the school. If family-owned assistive technology is used by the school and listed in the IEP as necessary for providing FAPE, the school might also be responsible for maintenance, repair, and replacement. Responsibilities for these services should be discussed in the IEP notes or the meeting document.

Q Under what circumstances may assistive technology be considered a related service?

A. Assistive technology can be a related service if the service is necessary for the student to benefit from his or her education. Training of staff, parents, and the student would be an example of a related service benefiting the student.

Q Can the IEP team refuse to consider assistive technology devices on the IEP?

A. IEP teams have the responsibility to determine a student's need for assistive technology and for specifying the devices and services needed. It is important that IEP teams are informed of this requirement to determine if a student needs an assistive technology device and the need for assistive technology evaluation to assist in making the determination.

From an article by John Copenhaver, Mountain Plains Regional Resource Center Director, in *Counterpoint,* Spring 1998.

Resources for Assistive Technology

Local/Regional

Contact the local school district, county office of education, or special education local plan area (SELPA) for assistance. Some SELPAs have established regionalized Assistive Technology Centers that provide assistance in assessment and provision of assistive technology services.

State

California Assistive Technology System
www.catsca.org
Provides assistance, information, and referrals (all ages): 800/390-2699/TTY 800/900-0706

California Department of Education
www.cde.ca.gov
Information Systems and Services Division: 916/445-0774
Education Technology Office provides financial and technical support through state and federal funds for educational technology for all students in California: 916/323-5715

Special Education Division
Specialized Populations Unit provides assistance in meeting assistive technology requirements through technical assistance/guidelines in the unique needs of students with low incidence disabilities and other specialized populations; low incidence funding and on-line resource/public school directory; regionalization; waivers; assistive technology, and other IEP requirements: 916/445-4613/TTY 323-4014, 327-3718. Early Education and Instructional Support Units provide topic or age specific resources; other units are responsible for complaints management/mediation, compliance/technology monitoring, legal/legislative, nonpublic schools, assessment/evaluation, and support: 916/445-4623/916/445-4643

Special Schools and Services Division
916/327-3850/TTY 445-4556
Clearinghouse for Specialized Media and Technology makes state-adopted and other educational materials and equipment accessible and available: (V/TTY 916/445-5103)

State Special Schools provide programs, technology centers/outreach for specific populations:
- California School for the Blind, Fremont (510/794-3800/TTY 794-3828)
- California School for the Deaf, Fremont (510/794-3666/TTY 794-3672)
- California School for the Deaf, Riverside (909/782-6500/TTY 782-6501)

Deaf/Hard of Hearing Unit provides technical assistance/guidance to meet the unique educational needs of students who are deaf and hard of hearing: (V/TTY 916/327-3868, 445-4548)
Diagnostic Centers provide assistance/training in assessment and other areas:
Fremont (510/794-2500), Fresno (209/445-5982), and Los Angeles (213/222-8090)

National

Alliance for Technology Access: www.ataccess.org
Provides assistance and support for access to enabling technology for all ages through community-based centers throughout the country: 415/455-4575/TTY 445-0491

United States Department of Education
www.ed.gov
Office of Special Education Programs is responsible for compliance with the Individuals with Disabilities Education Act: 202/205-5507

Western Regional Resource Center
www.interact.uoregon.edu/wrrc
Serves the western states as a part of the national Special Education Technical Assistance and Dissemination Network funded by the U.S. Department of Education: 541/346-5641/TTY 346-0367

C S P D A C

Working to Reflect Educational Changes

by Pam Nevills, Co-Chair

As the California Department of Education (CDE), Special Education Division, poses to implement a State Improvement Plan, the Comprehensive System of Personnel Development Advisory Committee (CSPDAC) prepares to be a vehicle of support. The primary responsibility of CSPDAC is to provide the opportunity for all constituencies interested in educating individuals with disabilities to have a process for input and to have a plan for preservice and inservice training. CSPDAC's role is challenged this year more than ever as it prepares to advise, support, and plan activities for teachers, parents, and support staff.

CSPDAC's membership consists of Regional Coordinating Council (RCC) representatives, parent and educator groups, CDE staff, and other agencies. The focus is on key issues such as the reauthorization of the Individuals with Disabilities Education Act, teacher retention and recruitment, parent partnerships with educators, the reading initiative and special education, assistive technology, and positive behavioral supports.

Watch for activities that reflect the work of CSPDAC and the RCCs in your local area. This is a vital local link for personnel development. It is also a way to provide comprehensive and consistent training and support for educators and parents throughout California.

For information, call Janet Canning, CSPD Coordinator, at 916/327-4217.

Universities Offer AT Certificates

California State University (CSU), Dominguez Hills, in collaboration with the Orange County Department of Education, offers an Assistive Technology Specialist Certificate Program. The five-course curriculum, available on-line, provides introductory and advanced classes in assistive technology as well as how to assess and select appropriate assistive technology equipment for people with disabilities.

CSU Fullerton offers the same five-course certificate curriculum as well as an additional five courses, including an independent study and a thesis, for those interested in earning a Master's Degree with an emphasis in Assistive Technology.

In addition, the College of Extended Learning at CSU, Northridge, and the Center on Disabilities has announced the Assistive Technology Applications Certificate Program. The 100-hour training includes lectures, demonstrations, discussions, observations, and presentations on applying assistive technology. The program combines live instruction, on-line instruction, and a project to be submitted after completing the program.

Another source is the University of New Mexico, which provides training through distance education in a variety of topics.

For information about the Dominguez Hill program, call Paul Richard, Assistive Technology Coordinator, at 714/966-4140; for Fullerton, Belinda Dunnick Karge, Department Head of Special Education, at 714/278-3760; for Northridge, Kirk Behnke, Training Coordinator, at 818/677-2578; for the University of New Mexico, call 888/438-1938.

Statewide Increase in Education Specialist Instruction Programs

In less than a year, the number of public and private universities offering an accredited Education Specialist Instruction Credential Program increased dramatically. The following chart illustrates the various programs offered throughout California.

Accredited Education Specialist Instruction Credential Programs

		IN	LI	LII	M/M	M/S	DHH	PHI	VI	ECSE	ECSE Cert.
CSU SYSTEM	CSPU Pomona	■*	■		■	■					
	CSU Bakersfield		■		■	■					
	CSU Chico	■**	■	■	■	■					■
	CSU Dominguez Hills	■*	■	■	■	■				■	■
	CSU Fresno	■*	■		■	■	■				
	CSU Fullerton	■**	■	■	■	■				■	■
	CSU Hayward		■		■	■					
	CSU Long Beach	■*	■		■	■					
	CSU Los Angeles	■*	■	■	■	■	■	■	■	■	
	CSU Northridge	■**	■	■	■	■	■			■	
	CSU Sacramento	■*	■	■	■	■					
	CSU San Bernardino	■**	■	■	■	■					
	CSU Stanislaus		■		■	■					
UC SYSTEM	San Diego State Univ.	■*		■		■	■	■	■		■
	San Francisco State		■		■	■	■	■	■	■	■
	San Jose State University	■	■		■	■	■			■	■
	Humboldt State Univ.		■		■*						
	Sonoma State Univ.		■		■	■					
	UC Riverside	■*	■	■	■	■					
	UC San Diego		■				■				
PRIVATE	California Lutheran Univ.		■		■	■					
	Chapman University		■		■	■					
	Fresno Pacific University	■*	■		■*	■*		■*			
	Holy Names College		■		■	■					
	Loyola-Marymount		■		■						
	Mount St. Mary's		■		■						
	National University		■		■	■					
	Pt. Loma Nazarene Univ.		■	■	■						
	St. Mary's College		■		■	■					
	Santa Clara University	■**	■	■	■					■	■
	Univ. of the Pacific	■*	■		■	■					
	Univ. of So. California		■	■			■				
	Univ. of San Francisco	■**	■	■	■						

Key to accredited Education Specialist Instruction Credential programs:

IN = Internship:
*** = Internship leads to Level I credential**
*** * = Internship leads to Level II credential**
L I = Preliminary Level I Education Specialist
L II = Professional Clear Level II Education Specialist
M/M = Mild/Moderate Disabilities
M/S = Moderate/Severe Disabilities
DHH = Deaf and Hard-of-Hearing
PHI = Physical and Health Impairments
VI = Visual Impairments
ECSE = Early Childhood Special Education
ECSE Cert. = Early Childhood Special Education Certificate

Low Incidence Programs, Resources On-Line

A Low Incidence Directory, including a new Resource Directory and Public School Directory, is available on the California Department of Education, Special Education Division website.

The directory contains information on individuals, agencies, and organizations that have experience working with students with low incidence disabilities, defined as deaf or hard-of-hearing, visually impaired, severely orthopedically impaired, or deaf-blind. Also included are public school programs and services for each low incidence area as required by Education Code Section 56137.

To access the website, enter www.cde.ca.gov/spbranch/sed/index.htm, then look under "resources."

For more information, call Markie Harvey-Thomas, Special Education Division, at 916/327-3538. For program questions, call Jack Hazekamp, Special Education Consultant, at 916/327-3533.

R E S O U R C E S

Following is a sample of the more than 8,000 books, research articles, journals, and media items available through the RiSE Library. Patron applications, available to California residents only, must be on file to order materials. Call 916/492-9990 for an application or for the newest Library Update.

A S S I S T I V E T E C H N O L O G Y

Resources for People with Disabilities: A National Directory, Vol. 1 and Vol. 2
Oakes, E.H. & Bradford J., Ferguson Publishing Co., Chicago, IL (1998). Two volume resource provides easy access to information about assistive technologies, about funding to purchase those technologies, and about organizations that can help people with disabilities take their place as active and productive members of society. 1,034 pp.

Technology for Tots: Using Computers with Preschool Children Who Have Visual Impairments
Sosna, B., The Lighthouse Inc., New York, NY (1992). How to set up computer-assisted instruction for preschool children who have visual-impairments and their teachers. 39 pp.

Strategies for Teaching Students with Mild to Severe Mental Retardation
Gable, R., Paul H. Brookes Publishing, Baltimore, MD (1993). Information on small group and tutorial instruction, computer-assisted instruction, assessing and shaping social interaction skills, and enhancing communication skills development. 291 pp.

The Internet: An Inclusive Magnet for Teaching All Students
Bayha B., World Institute on Disability, Oakland, CA (1998). Aimed at helping teachers use the Internet as a tool to educate all students, including students with disabilities. 20 pp.

Assistive Technology: A Resource for School, Work, and Community
Flippo, K, Inge, K., & Barcus, J. (eds.), Paul H. Brookes Publishing, Baltimore, MD (1995). Discusses policy, applications, staff development, training, funding, and practical use of technology for learning, independence, employment, recreation, mobility, and communication. 301 pp.

Resource Guide: Selected Early Intervention Training Materials
Catlett, C., Southeastern Institute for Faculty Training, Chapel Hill, NC (1996). Information and training materials on assistive technology, child care, communication, cultural diversity, evaluation and assessment, family-centered practices, IFSPs, inclusion and mainstreaming, interagency collaboration, legislation, service coordination, program development, teaming, training, and transition in early intervention. 155 pp.

Using Assistive Technology to Enhance the Skills of Students with Learning Disabilities
Bryant, D., Bryant B., & Raskind M., Intervention in School and Clinic, Austin, TX 34(1) (1998). Describes the process for evaluating students and the learning environment to identify assistive technology adaptations to assist students with learning disabilities. 6 pp.

Telecommunication Resources for People with Disabilities
Wahl, L., DCCG, Berkeley, CA (1993). Overview of the possibilities for individuals with disabilities, their families, and involved professionals to use and benefit from on-line services includes specific resource information on BBSs, equipment, and examples of the functional use of assistive technology. 86 pp.

Lifespace Access Profile: Assistive Technology Planning for Individuals with Severe or Multiple Disabilities
Williams, W., Lifespace Access Inc., Sebastopol, CA (1993). Assessment instrument designed to facilitate a comprehensive team approach to assistive technology planning for individuals with disabilities. Includes assessment of physical, cognitive, emotional, and support resources and environmental factors linked to effective use of assistive technology. 56 pp.

Computer Resources for People With Disabilities: A Guide for Exploring Today's Assistive Technology
Alliance for Technology Access, Hunter House Publishers, Alameda, CA (1996). Overview of hardware, software, and other considerations for people with disabilities. Provides process for defining needs; focuses on the technology itself; and contains lists of resources and organizations. 336 pp.

Computer Assisted IEP: The "High-Tech-High-Touch" User-Friendly Team IEP
Richard, P., Touchett, B., & Belkin. L., Orange County Department of Education, Costa Mesa, CA (1993). Presentation on software to develop IEP with capability of in-house development, ability to work across DOS and Mac operating systems, and ability to easily modify. 25 pp.

Computer-Based Multimedia and Videodiscs: Uses in Supporting Content-Area Instruction for Students with LD
Boone, R. et al., *Intervention in School and Clinic*, Austin, TX 32(5) (1997). Describes available multimedia and videodisc technologies and ways they can be integrated into the classroom. 10 pp.

Job Development Through Technology
Bristow, D., Office of Veteran and Disabled Student Services, California State University, Northridge, CA (1993). Handouts and resource tests include job analysis, legislation funding, and resources for individuals with visual, physical, learning, and cognitive impairments. 131 pp.

Assistive Technology for Students with Mild Disabilities
Behrmann, M., *Intervention in School and Clinic*, Austin, TX (1994). Details how assistive technology can be used in the classroom for students with mild disabilities. 14 pp.

V I D E O T A P E S

Workplace of the '90s
Russel, L., Telesensory, Mountain View, CA (1993). Illustrates the value of having people with disabilities in the workplace. Includes interviews with six people who are visually impaired using a range of skills and adaptive equipment. 11 min.

Jeff with Expression: Writing with Word Prediction Software
NCIP, Newton, MA (1994). Demonstrations of how specialized literacy software with voice output and instructional support allows a high school student with physical, visual, and communication problems to actively participate in academic programs with other students. 11 min.

"Write" Tools for Angie: Technology for Students Who Are Visually Impaired
NCIP, Newton, MA (1994). Insights into the life of a high school student who relies on computer technology for notetaking, completing school assignments, and inclusion in the general education programs. 9 min.

Working Together: People with Disabilities and Computer Technology
Disabilities Opportunities Internetworking Technology (DO-IT), Seattle, WA (1995). Closed captioned, visual overview of how students with disabilities use computers, other forms of assistive technology, and the Internet for school, home, and community activities. 15 min.

Youth Leadership Forum for Students with Disabilities: "Leadership Through Livelihood"
California Governor's Committee for Employment of Disabled Persons, California Employment Development Department, Sacramento, CA (1997). Resource binder from 1997 Youth Leadership Forum with information on advocacy, organizations, and the California Assistive Technology System. video: 12 min.; binder: 300 pp.

Leadership and Technology Management
Center on Disabilities, California State University, Northridge, CA (1994). Overview of a one-week workshop at CSU Northridge about systematic change in the context of assistive technology for individuals with severe disabilities. 11 min.

Learning Disabilities and Self-Esteem: Look What You've Done: Stories of Hope and Resilience
Brooks, R., PBS Video, Alexandria, VA (1997). Shows proven methods for building courage and competence in children with learning disabilities and strategies for self-assurance, self-esteem, hope, and resilience. video: 65 min.; booklet: 34 pp.

Functional Behavioral Assessments
Hartwig, E. & Ruesch, G., LRP Publications, Horsham, PA (1998). Outlines major elements of an assessment and discusses procedural issues of who should conduct them and when they should take place. Step-by-step procedure for conducting functional behavioral assessments and how to apply the process in the classroom. 17 min.

Student Discipline and Section 504 Compliance
Hartwig, E. & Ruesch, G., LRP Publications, Horsham, PA (1998). Gives overview of discipline under Section 504 and explains law's impact on specific discipline problems. Examines issues of manifestation determination, due process rights, change of placement, nondiscrimination requirements, and exclusions for disciplining drug and alcohol users. 18 min.

Fundamentals of Job Placement and Development
Costello, J., RPM Press, Inc., Tucson, AZ (1997). Designed for vocational rehabilitation and special education professionals responsible for providing employment readiness training, work experience, job placement, and job development services to disabled youth and adults. Includes resources listing. Kit

Accommodating Students with Learning Disabilities in Colleges and Universities
Maloney, M., LRP Publications, Horsham, PA (1996). Explains who the law covers, what accommodations or modifications are reasonable or required, and where the obligations to provide accommodations begin and end. 20 min.

Strategies For Making Curriculum Modifications
Dover, W., The Master Teacher, Inc., Manhattan, KS (1994). Provides strategies for choosing and implementing appropriate supports and services in the general classroom. Includes specific techniques for making modifications at various levels with examples. video: 53 min.; guide: 2 pp.

& INFORMATION

Call the RiSE Library at 916/492-9990.

NEW ACQUISITIONS ON INCLUSION, LEARNING DISABILITIES, AND MORE

Effective Mainstreaming: Creating Inclusive Classrooms
Salend, S., Prentice-Hall, Upper Saddle River, NJ (1998). Guidelines and procedures for educating all students in general education classrooms with holistic approach while focusing on individual needs. 570 pp.

Inclusive Schools: Mini-Module for Unit Meetings, A Leader's Guide
Council for Exceptional Children, Reston, VA (1997). Examines areas of IDEA reauthorization that impact inclusive practices and presents characteristics common to inclusive schools. Includes handouts, overheads, and resources list. 19 pp.

Developing Inclusive Schools: A Guide
Hoskins, B., The Forum on Education, Bloomington, IN (1996). Provides framework for meeting needs of wide range of students. Workbook format stresses discussion, brainstorming, and collaborative interaction. 222 pp.

Thinking About Inclusion and Learning Disabilities: A Teacher's Guide
Garnett, K., Council for Exceptional Children, Reston, VA (1996). Based on a symposium to explore classroom ecologies and their effects on students with learning disabilities. Discusses general education classrooms, introducing change, and their educational needs. 38 pp.

Testing, Grading and Granting Diplomas To Special Education Students
Freedman, M., LRP Publications, Horsham, PA (1997). Analysis of recent due process hearing decisions, court cases, and other findings to provide guidance on accommodating students with special needs while maintaining districtwide standards for all students. Includes selected sections of IDEA and the Rehabilitation Act of 1973. 53 pp.

VIDEOTAPES

"De-Mything" Inclusion
Dover, W., The Master Teacher, Manhattan, KS (1994). Discusses benefits of inclusion, educational effects of federal mandates, service delivery models, team building, guidelines, strategies, and hands-on examples for developing an inclusive program. video: 42 min.; guide: 6 pp.

The Face of Inclusion: A Parent's Perspective
Vargo, J. & Vargo, R., Joenro, Inc., Syracuse, NY (1995). In-depth interview with the Vargos, parents of a 15-year-old with Rett Syndrome, speaking of their personal and educational philosophy, family life, academic expectations, social life and advocacy, as they have their daughter experience the same kind of inclusion in school as she had in their family. 68 min.

Multimedia and More: Help for Students with Learning Disabilities
NCIP, Education Development Center, Inc., Newton, MA (1994). High school students with learning difficulties and attention deficit disorders, their peers, and teachers demonstrate how computer-assisted learning, Hypercard software, and the use of multimedia promote literacy, creativity, socialization, and cooperative learning. 10 min.

"Write" Tools for Angie: Technology for Students Who Are Visually Impaired
NCIP, Newton, MA (1994). Insights into the life of a high school student who relies on computer technology for notetaking, completing school assignments, and inclusion in the regular education programs. 9 min.

Best Practice Profiles: Strategies for Promoting Successful Educational Environments for Students With and Without Disabilities—Demonstrating Educational Services in the Least Restrictive Environment
California Department of Education, Research Development and Demonstration Project, Sacramento, CA (1996). Matrix and brief descriptions of strategies, activities, or practices that were useful in bringing about change for at-risk students, inclusion, service delivery, collaboration, diversity, and community/family involvement. 341 pp.

The Curriculum Bridge: From Standards to Actual Classroom Practice
Solomon, G., Corwin Press, Thousand Oaks, CA (1998). Discusses reform, systemic change, restructuring, and educational philosophy as an influence on curriculum and how standards should be chosen and evaluated to have creative classrooms. 177 pp.

Learning to Read, Reading to Learn: Helping Children to Succeed — Resource Guide
American Federation of Teachers, National Center to Improve the Tools of Educators/OSERS, U.S. Department of Education, Washington, D.C. (1997). Presents synthesis of research on how children learn to read, tips for teachers and parents, and sources for more information and assistance, including a bibliography, lists of organizations, researchers, and publications. 61 pp.

A Leader's Guide to We Can Get Along: A Child's Book of Choices
Payne, L., & Rohling, C., Free Spirit Publishing, Inc., Minneapolis, MN (1997). Course in positive conflict resolution with guide to activities for children to learn they are capable of getting along with others, making good choices, learning responsibility, and resolving conflicts peacefully. 43 pp.

First Look: Vision Evaluation and Assessment for Infants, Toddlers, and Preschoolers
California Department of Education, Sacramento, CA (1998). Guidelines to help local educational agencies and regional centers maintain compliance with Part C and Part B of IDEA, which specifies vision assessment requirements for children 3 years of age and above. 72 pp.

The Current Legal Status of Inclusion: Updated with 1997 IDEA Amendments
Pitasky, V., LRP Publications, Horsham, PA (1997). Examines paradox of case law that compels placement in general education and recent judicial decisions upholding placements other than general education. 60 pp.

Reduction of School Violence: Alternatives to Suspension, Second Edition
Johns, B., Carr, V., & Hoots, C., LRP Publications, Horsham, PA (1997). Strategies for everyday problems, primarily for use with special education students who challenge discipline techniques. 156 pp.

Educators Supporting Educators: A Guide to Organizing School Support Teams
Ginsberg, M., Johnson, J., & Moffett, C., Association for Supervision and Curriculum Development, Alexandria, VA (1997). How to develop a pool of potential team members who act as mentors in assisting schools in planning and implementing school improvement efforts, organizing a system of school support teams, coordinating teams with schools, and maintaining communication. 160 pp.

Creating Inclusive School Communities: A Staff Development Series for General and Special Educators
Doyle, M., York-Barr, J., & Kronberg, R., Paul H. Brookes Publishing, Baltimore, MD (1996). Five-module series to guide small groups of people in learning how to create inclusive school communities. Each module includes facilitator guide, participant guide, handouts, and transparencies.

The K&W Guide to Colleges and Universities for the Learning Disabled
Kravets, M. & Wax, I., Random House, New York, NY (1997). Programs and services for the learning disabled at 310 colleges. Includes information on admission requirements, graduation policies, services, waivers, learning resource centers, and administrator contacts. 717 pp.

Teaching Disturbed and Disturbing Students: An Integrative Approach
Zionts, P., Pro-Ed, Austin, TX (1996). Examines intervention through case studies, activities, and examples. Describes the teacher's role in classroom management, assessment, parent communication, impact of moral development and reasoning on behaviors of students, and strategies to integrate academics with the affective domain. 475 pp.

The Special Educator: 1998 Desk Book
Pitasky, V. & Grzywacz, P., LRP Publications, Horsham, PA (1998). Programs and services under IDEA, Section 504, and the ADA, and miscellaneous legal actions involving students with disabilities and personnel. 378 pp.

Teacher-Facilitated Microcomputer Activities: Enhancing Social Play and Affect in Young Children with Disabilities
Howard, J., et al., *Journal of Special Education Technology*, Reston, VA 8(1) (1998). Evaluates use of computer-based activities to enable young children with disabilities to participate in learning experiences with peers. 12 pp.

The Curriculum Bridge: From Standards to Actual Classroom Practice
Solomon, P., Corwin Press, Thousand Oaks, CA (1998). Discusses reform, systemic change, restructuring, and educational philosophy as an influence on curriculum and how standards should be chosen and evaluated to have creative classrooms. 177 pp.

Supporting Children in the Classroom: An Integrating Aide's Handbook
AGH Associates, Inc., Hampton, NH (1992). Manual for instructional aides who work with children and/or youth with disabilities using the inclusion model in the classroom. Areas addressed are philosophy of inclusion, overview of child development, working with consulting therapists, equipment and adaptive devices, the IEP process, caregiving, and emergency and safety procedures. 130 pp.

Special Education Desk Reference
Buchanan, M., Weller, C., & Buchanan, M., Singular Publishing Group, Inc., San Diego, CA (1997). Identifies, illustrates, and references major methods, techniques, and strategies to make decisions about methods to use with specific exceptional students based on age, gender, ethnicity, and educational level. Includes early childhood intervention, gifted, special physical education programs, behavioral interventions, transition, computer methods, mathematics, and language arts methods. 324 pp.

"ORANGE COUNTY" continued from page 6

spending funds on high-tech equipment prior to testing the appropriateness of the item.

"Assistive technology takes place in a lot of different environments, not just in the classroom," explained Richard. "There's a larger way to look at a person than a clinical or expert model. There's a school-based approach where the teacher, parent, and school personnel are all involved in the process from the beginning."

To consider the various environments in which a student may be found, the partnership uses a Lifespace Access Profile that addresses 59 different areas to be considered for the appropriateness of assistive technology. These include distractibility, motivation, and how the person operates in a larger setting than a classroom.

Richard also warned about technology as a panacea for students with disabilities.

"What we're doing here is one approach to providing devices and services," he said. "The focus should be on the person, not the technology. Technology is not a cure. It is a means to an end, not the end itself." ❧

For information, contact Richard at 714/966-4140.

"SAN BERNARDINO" continued from page 7

districts, the partnership has led to a decrease in due process hearings since parents no longer have to request equipment only to have the district label it inappropriate.

University Students Also Benefit

Beginning this semester, ATACC's uniqueness will stretch beyond its funding source and partnership to training Loma Linda University students enrolled in the occupational therapy and speech-language pathology programs. These students will receive hands-on training on assistive technology and also will be able to fulfill their field experience requirement by participating as a member of the interdisciplinary team during assessments.

Through this creative use of funds as well as through partnering and training future service providers, ATACC will, no doubt, reach its goal of "developing an assistive technology center to perform student assessments and provide staff development in the areas of augmentative communication and assistive technology to teachers, staff members, university students, and families."

Said Steffens, "The feedback has been extremely positive. We are coming up with things that are more suited to meet the child's needs and we're partnering with families. You can't do something in isolation and expect it to work." ❧

For information, contact Steffens at 909/433-4794.

"SAN DIEGO" continued from page 7

mary mode of communication favor notetaking, however student notetakers get less than 50 percent of the information," Pflaum explained. Compounding the problem is the cost of professional notetakers, which can run up to $40 per hour. In contrast, the cost of a captionist is $12 to $15.

An added benefit of the C-Print system over traditional notetaking is that printed notes are available to the student the same day, after the captionist prepares a final edited version. Rather than a verbatim monologue, C-Print notes provide an organizational structure and when possible, key points are listed.

"Hard-copy notes were invaluable to students," said Judy Colwell, west coast consultant and researcher for the federally-funded project, adding that college students reported a preference for C-Print versus an interpreter.

As for interpreters, the researcher noted, "Not all students who are deaf or hard-of-hearing use ASL, plus the field is experiencing a nationwide shortage of these specialists."

Training Coming to San Diego

Project NEEDS is nearing the end of its second year of the three-year project, which also involves high schools in Irvine and a network of cooperative high schools in Rochester, New York, home of NTID.

The training curriculum, developed by NTID, consists of a workbook along with a series of 30 audio tapes. Although it is self-taught, a mandatory one-week training follows the workbook and audio lessons. Captionist training had been held exclusively in Rochester until recently when San Diego was named as the West Coast C-Print Training Center. This will cut down tremendously on the cost to train captionists and it will also provide quicker access to the support service, which is enjoying growing interest in California and elsewhere. San Diego will host its first training February 1999 with a master trainer from New York who will train local professionals.

Said Pflaum of the growing technology, "We're seeing the writing on the wall." Or perhaps the writing on the screen. ❧

For information, contact Pflaum at 619/225-3800.

"THE LONG JOURNEY" continued from page 16

which was primarily, "to do my best." Ogami now works as a driver at the Center and when the university experienced massive floods, he was part of a human chain that passed rare books from one of the campus libraries and safely loaded them into boxes.

"Hundreds of thousands of books passed our hands to safety," he said, adding, "Since Stanford made me feel so at home, I felt that helping out was the right thing to do." Ogami also plans on returning to his high school to share his experience because it is the right thing to do. "I hope no one has to go through what I did," he said.

A Bright Future Ahead

Looking toward the future, Ogami wants to do something that helps people with disabilities, just as he has been helped by people. He is acutely aware of his strengths, which include problem solving and good retention, as well as his weaknesses, such as wanting to do more but knowing he can't. "I'm not going to wake up one day and be able to write perfectly, so I try not to let it upset me," he said. "I just really want to reach my full potential."

This semester, Ogami will study American Sign Language, a computer science class entitled "Programming Paradigms," calculus, and one undecided course. He insisted that, despite this rigorous academic schedule, he does have fun by going to the movies or just doing nothing. "I don't just sit home and read books," he said, "although sometimes I think I should." ❧

"ALL STUDENTS" continued from page 1

In the meantime, CATS and Hazekamp encourage local education agencies to seek creative means of funding needed assistive technology aside from limited low incidence and other special education funding. Besides private corporate and foundation donations, Medi-Cal can pay for medically necessary assistive technology devices and services for students eligible for Medi-Cal. This can include augmentative and alternative communication devices and hearing aids. Local education agencies, private vendors, professionals, and medical facilities can become Medi-Cal providers and be eligible for reimbursement for assistive technology services or equipment.

Assistive technology helps to "even the playing field" for students with disabilities by providing equal access and independence, said Hazekamp. "Although at times it may be expensive, in the long run it's highly cost effective because it assists individuals to be independent in school and as adults." ❧

For information, call Hazekamp at 916/327-3533 or CATS at 800/390-2699. To become a Medi-Cal provider, call 916/323-1945.

NOVEMBER

November 5 • "Sensory Integration and Self-Regulation: Strategies for Assessment and Intervention," Infant Development Association of California, Los Angeles. Contact: 916/453-8801.

November 5-7 • "Leadership: Transcending Limits," Association of California School Administrators Annual Conference '98, Santa Clara Convention Center. Contact: 650/692-4300.

November 5-7 • California Reading Association, 32nd Annual Conference, Sacramento Convention Center. Contact: 714/435-1983.

November 6 • "Behavior & Discipline Workshop," LRP Publications Conference Division, Hilton Los Angeles Airport. Contact: 800/727-1227.

November 11-14 • "Bridges to Literacy," 49th Annual International Dyslexia Association Conference, Hyatt Regency Hotel, San Francisco. Contact: 410/296-0232.

November 16-17 • WorkAbility I Fall Business Meeting and Training Announcement, California Department of Education Special Education Division, Hyatt Regency Alicante, Anaheim. Contact 714/750-1234.

November 18-21 • Advisory Commission on Special Education, California Department of Education, Special Education Division, Riverside School for the Deaf. Contact: 916/445-4603.

DECEMBER

"**Interactive Internet Workshop**"
Infant/Preschool Meeting
California Department of Education
Special Education Division
Early Education Unit

December 1 • Braille Institute, Los Angeles

December 2 • Diagnostic Center, Fresno

December 3 • Contra County Office of Education, Pleasant Hill

December 8 • Riverside County Office of Education

December 9 • Sacramento County Office of Education

December 10 • Santa Barbara County Office of Education

December 15 • Shasta County Office of Education, Redding

Contact: 916/445-4623

December 3-5 • Annual Education Conference, California School Boards Association, San Diego. Contact: 916/371-4691.

December 4-6 • Association of Educational Therapists Twentieth Annual National Conference, San Francisco, Contact: 818/843-1183.

December 8 • Comprehensive System of Personnel Development Advisory Committee, Sacramento. Contact: 916/445-4589.

CALENDAR 1999

JANUARY

January 13-15 • "Healthy Schools, Healthy People V," California Association of Physical Education, Recreation, and Dance; California Association of School Health Educators; and California School Nurses Organization, Town and Country Hotel, San Diego. Contact: 916/443-0218.

January 13-15 • "Serving Students in the New Millennium," Association of California School Administrators Annual Special Education and Pupil Services Symposium, Monterey Hyatt Hotel. Contact: 800/890-0325.

January 20-22 • Advisory Commission on Special Education, California Department of Education, Special Education Division. Sacramento. Contact: 916/445-4603.

January 25-27 • "Lessons for Leadership: Blazing New Trails Together," Fifth Annual Symposium, Special Education Early Childhood Administrators Project, Sacramento. Contact: 760/736-6310.

January 28-30 • "Technology, Reading & Learning Difficulties," 17th Annual International Conference, Educational Computer Conferences, Grand Hyatt San Francisco. Contact: 510/594-1249.

January 28-30 • California Association for Behavior Analysis Annual Conference (CalABA, formerly NCABA), San Francisco. Contact: 916/447-7341.

FEBRUARY

February 9-11 • "Lessons for Leadership: Blazing New Trails Together," Fifth Annual Symposium, Special Education Early Childhood Administrators Project, Anaheim. Contact: 760/736-6310.

February 17-19 • Advisory Commission on Special Education, California Department of Education, Special Education Division. Sacramento. Contact: 916/445-4603.

Behavior, Inclusion Among Topics for Free Satellite Trainings

Two free satellite trainings, from the National Association of State Directors of Special Education (NASDSE) and the Interactive Teaching Network (ITN), are being offered by the California Department of Education, Special Education Division.

The NASDSE series is open to all sites:

November 4, 1998
The Continuum of Behavioral Interventions

March 24,1999
Linking the General Curriculum to the IEP

May 12, 1999
Developing Quality IEPs

The ITN series is available to the first 50 registered sites:

November 10, 1998
Crisis Management:
What to Do When Bad Things Happen

January 26, 1999
The Language Arts for At-Risk ESL Students

February 9, 1999
Enhancing Emerging Literacy Skills

February 23, 1999
The Effective Educator:
Developing "Stress Hardiness"
and Changing "Negative Mindset"

March 9, 1999
Building Basic Skills
Through Precision Teaching

March 16, 1999
Teaching the Toughest

April 13, 1999
Classroom Management:
A Proactive Approach

April 27, 1999
Practical Strategies for Inclusion

For more information, contact Richard Johnston, Special Education Consultant, at 916/327-4220.

Moving? Need to request additional subscriptions? 39,912 subscribe to The Special EDge — Do You?

- ❍ **Please add my name to your mailing list. Call 916/492-9990 for subscription information.**
- ❍ **Please note change of address. (Provide label code from current mailing label.)**
- ❍ **Please discontinue sending *The Special EDge* to name/address on the attached label.**

NAME _____ LABEL CODE _____

TITLE _____ PHONE _____

ORGANIZATION _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Return to: Resources in Special Education • 429 J Street • Sacramento, California 95814

"ASSISTIVE" continued from page 1

An Assistive Technology Transfer Survey has been developed to solicit input about effective ways to transfer assistive technology as students transition from high school to vocational education or higher education.

Agency representatives will continue to address these issues as well as to request volunteers to serve on a broad-based task force, which will develop recommendations, including any necessary legislation.

For information, contact Jack Hazekamp or Linda Wyatt, Special Education Consultants, at 916/327-3533 or 916/327-0844, respectively. A copy of the survey may be found at www.cde.ca.gov/spbranch/sed/index.htm.

The Long Journey from Resource Program to Stanford University

by Elissa Provance, Associate Editor

"It's kind of funny to me. I have trouble with reading the printed word yet I'm standing in front of you with a bunch of notes." — SAM OGAMI

So begins Sam Ogami's acceptance speech for a scholarship he received from Recordings for the Blind and Dyslexic (RFB&D) whose volunteer readers, the 19-year-old from Los Angeles said, "opened up the whole world to me—from literature, history, and philosophy to economics, calculus, and physics."

The world did, indeed, open up for Ogami, newly appointed student member of the Advisory Commission on Special Education and sophomore at Stanford University, and when it did, he didn't walk, he ran.

The Early Years

Although he doesn't have a clear memory of elementary school, Ogami does remember wanting to be like every other student in his class who was able to finish assignments quickly and not have to struggle to read from a textbook. What he also remembers is being called names and being asked by his second grade classmates why he couldn't read.

"By the fourth grade, I became a behavior problem," Ogami said. "Teachers thought there was something wrong at home until my parents pushed for testing." It was then the youngster was diagnosed with a severe learning disability in reading and writing, namely dyslexia.

Placed in the resource specialist program, Ogami still struggled and admitted, "I didn't even want to try." Caught up in the "life's not fair" attitude, it wasn't until he met special day class teacher, Zelle Hammond, in fifth grade that he began seeing a glimmer of the possibilities that awaited him.

"She pushed me and said, 'You can read.' She expected and encouraged me," Ogami said. "She helped turn around my thinking."

One-on-One Support

When he reached seventh grade, Ogami's work was still considered marginal and he was again tested, this time by an independent education psychologist outside his school district. He was diagnosed with attention deficit disorder (ADD) and although medication was suggested, Ogami recalled, "I didn't even want to hear about it. It didn't sound appealing to me or my parents."

What did sound appealing was an educational therapist, Sheila Zaft, who, in addition to the school's resource program, would work with Ogami one-on-one on organizational skills, notetaking skills, how to talk with teachers in advance of assignments, and how to work through his ideas. By eighth grade, Ogami was determined to become a 'regular kid' and was mainstreamed in all classes. Along with discovering his strength in math, he also discovered that not everyone saw him as the regular kid he longed to be. He still had to prove himself every step of the way. After winning a fight to be placed in pre-algebra, Ogami found himself face-to-face with another battle—having to maintain an "A" average in the class.

"They weren't sure they wanted me in that class because it was for serious students," Ogami explained. "The rule was made up for me because I was seen as a behavior problem."

Ogami earned his "A" and moved on to high school algebra. It was during his freshman year at North High School that he began advocating for the accommodations he needed such as extended time on tests and longer time for writing assignments. His education therapist also introduced him to RFB&D, which allowed Ogami to be more self-sufficient.

"Before RFB&D, I relied on my parents to read me all of my assignments," Ogami explained. "RFB&D relieved them of the burden of late nights or incredibly early mornings of reading aloud to me. I was more independent. I had the ability to study where and when I wanted to. Having books on tape," he continued, "also allowed me to read things I would not otherwise attempt like Descartes, Montaigne, and the Koran. It felt great to discuss books I had read and interact with other students in class."

Self-Discovery Leads to Success

After using tapes as a primary learning tool, Ogami found that he was an auditory learner. "I felt like I had more doors open to me," he said of the self-discovery. "I felt like I had more opportunities, that there was a way for me to be successful." Ogami soon became the only student in his high school who was identified as learning disabled and who was also university bound.

Despite a series of advanced placement classes such as history, physics, calculus, and economics, Ogami still maintained a 4.0 grade point average throughout high school and was admitted to Stanford.

"It was the first school I visited and it 'wowed' me," Ogami said. "I did research at the University's Disability Resource Center and asked if they offered notetakers or 24-hour computer access." When he found that Stanford did offer such accommodations and other schools didn't, Ogami decided the university seemed to fit with everything he wanted,

'THE LONG JOURNEY' continues on page 14

WestEd
RESOURCES IN SPECIAL EDUCATION
429 J Street
Sacramento, CA 95814

Non-Profit Org
U.S. Postage
PAID
Sacramento, CA
Permit No. 626